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CHILDHOOD EDUCATION

The Official Journal of the
INTERNATIONAL KINDERGARTEN UNION



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The aim of CHILDHOOD EDUCATION will be to present educational material of high standard which will be of special interest and value to those who are concerned with the education and training of young children.

It will emphasize modern thought on the education of children of pre-school or nursery age, kindergarten and lower primary grades; international phases of early education; scientific and experimental work in the interests of children.

CHILDHOOD EDUCATION will afford opportunity for kindergartners and primary teachers to keep in touch with one another through the medium of the International Kindergarten Union, Inc., and the National Council of Primary Education.

Inspirational, theoretical, and practical articles by leading educational authorities and by the members of the International Kindergarten Union, Inc., and the Primary Council; reviews of new educational books and current magazine articles of interest to teachers; and an exchange of practical idea by the everyday kindergartner and primary teacher—are features that indicate the thoroughness and general attractiveness of the periodical.

Through the Journal the International Kindergarten Union, Inc., and the Primary Council will present reports of their meetings and of their committees. News from foreign correspondents, and kindergarten and primary news from all parts of this country, will appear regularly.

Editorial

Beginnings in Reading

THE importance of any beginning period becomes more and more apparent as we realize the tragic cost of a wrong start and the far reaching influence of a right one. In the field of reading it is essential that a joyous attitude of success shall be cultivated from the first. This necessitates a stage of development in which the learner is capable of getting meaning from the crooked marks which symbolize ideas. When does this period come?

Controversy has long raged over this point. A child of brilliant heritage is kept from learning to read because her family believe that she needs to do other things which are more childlike. A psychopathic youngster is hounded by ambitious parents who think his social prestige will be injured if he does not learn to read at the standard age of six. Whole classes of immature children are made to feel that something is wrong because the crooked marks have no meaning to them. A grand chorus of phonic sounds arises separated hopelessly from reading situations. Meantime Jennie learns to read, no one knows how, and Johnnie teaches his younger sister his own daily lessons. In which direction shall we look to discover the truth regarding this confused situation?

Fortunately the scientific method points the way toward the solution of this as of other baffling problems. The first steps have been taken. First, the problem has been recognized. Second, a name has been coined for the characteristic which is sought, Reading Readiness, a term not only alliterative but meaningful. Third tests are in process of development which shall be applicable to any young child. Doubtless these are not yet in a completed state but their completion is only a matter of time. So we may look forward hopefully to the day when eagerness to read will not be frowned upon, and failure to respond will not meet with contumely, but the measure of readiness will rest in objective tests and parent and teacher will both be governed thereby.

FRANCES JENKINS,
University of Cincinnati.

*Training and Experience that Prepare for Reading*¹

WILLIAM S. GRAY

University of Chicago

IT IS significant in the history of kindergarten-primary education that the problem of preparing children for reading is now an outstanding issue. More than a quarter of a century ago such men as Huey and Dewey observed the fact that all children six years of age are not equally well prepared to learn to read. In order to meet this situation, they recommended that instruction in reading be postponed for one, two, or three years until pupils begin to show keen interest in learning to read.

Careful studies made within recent years revealed a very significant fact, namely, that whatever a child is prepared for at any age depends on what has preceded that stage. This is illustrated in the case of reading, by statements from the Report of the National Committee on Reading:

The child who becomes interested in reading at any age does so because of previous experiences in the home or at school. For example, he may have looked at the pictures in attractive books provided for him. His parents or teach-

ers may have read or told stories to him from these books. They may have encouraged him to find out stories for himself by studying the pictures that illustrate them. He may have discussed these stories with his playmates, thereby gaining facility in the use of ideas, a relatively wide vocabulary, and habits of good expression. In these ways, as well as through experiences which do not include books, parents and teachers stimulate interest in reading and provide for the development of habits which are essential to rapid progress. On the other hand, many children who do not have such advantages, and some who do, spend all their time in whatever way fancy directs. Consequently, they are not attracted to reading as a form of activity. When these children enter the first grade, their preparation for, and attitude toward, reading differ widely from those of children whose activities have been carefully directed.

If we agree that readiness for reading depends in a large measure on the training and experiences that children receive, two practical problems present themselves for consideration. The first is, what is the character of the training that is desirable in preparing pupils for reading? The second is, shall the necessary instruction be given in the kindergarten or in the first grade?

The kind of training and experience that a child needs in preparing him for reading depends in a large measure on his present achievements and needs. Since children differ widely in these respects when they enter the kindergarten or first grade, the specific character of the training needed will also

¹ The first three articles in this issue are a partial report of the Reading Readiness Committee of the International Kindergarten Union.

AGNES BURKE,
WILLIAM S. GRAY,
MARJORIE HARDY,
LAURA ZIRBES,
MARGARET C. HOLMES, *Chairman*.

differ more or less widely. In general, however, there are six prerequisites to rapid progress in learning to read. The first is *a relatively wide range of experience relating to the things and activities about which a child will read*. Without previous related experiences, he will not be able to interpret many passages in primers and first readers. This fact is clearly illustrated in many classrooms when foreign born children are asked to read about incidents in American life concerning which they know little or nothing, or when American born children are asked to read about things with which they are not familiar.

Most children need many interesting, vivid experiences about the house, the community, flowers, trees, animals, and the common relations of group and community life. Large units of work such as the building of a playhouse or a store, the care of pets, the building of bird-houses, and other activities of a similar nature are very valuable in extending and enriching the child's experiences. The skilful teacher encourages pupils to talk about these activities, correcting and enlarging their experiences whenever possible. Simple interesting stories and poems are also a source of valuable experience. Young children listen attentively to stories and remember them surprisingly well. As these stories are retold and discussed, children become familiar not only with their content, but also with their forms of expression. It is evident that such activities will enable children to interpret and enjoy a wide variety of types of selections when they read them under close supervision or independently in the primary grades.

The second prerequisite of reading is *reasonable facility in the use of ideas*.

Since reading is primarily a process of thinking, a child must be more than a receptacle for information. He must have an active mind which associates what he reads with what he already knows. This habit of mind is largely the result of training. Well planned construction lessons and play activities are very valuable in this connection. They provide not only for the acquisition of new ideas and meanings, but also for the development of power in using them. To the extent that pupils are required to select ideas for use in a discussion, to plan methods of attaining specific purposes, and to revise and improve their methods of work they will develop habits of good thinking. Spirited discussions are also valuable in developing facility in the use of ideas. Children should be encouraged to discuss the problems on which they are working, their experiences at home and on the street, their pets and their cunning tricks, and the stories they have heard. These discussions should not be on a formal question and answer basis. They should start with some problem which gives the pupil opportunity to recall related experiences, to select relevant ideas, to weigh values, to organize ideas, and to make judgments.

A third prerequisite of rapid progress in learning to read is *a sufficient command of simple English sentences, to speak with ease and freedom*. If a child can use somewhat readily the simpler forms of expression, he can read as soon as the words of a passage and their meanings are recognized. If, on the other hand, he must give conscious attention to the order in which words are expressed, the problem of learning to read is much more difficult. The varied activities which have been described in earlier paragraphs

require the use of much oral expression and provide many excellent opportunities for the development of good habits of oral English. In addition, a special language or conversation period should be organized for the free exchange of ideas and for practice which will establish right habits. In this connection the National Committee on Reading recommends that the following principles be observed:²

1. Provide abundant opportunity for pupils to talk freely about matters in which they are keenly interested.
2. Secure freedom and spontaneity in speaking at all times. Avoid the restraint that results from frequent criticisms.
3. Provide real motives for speaking and genuine audience situations.
4. Encourage pupils to speak freely and naturally, at first in relatively short units, if necessary. Later aid them in presenting longer series of ideas in good sequence.
5. Encourage pupils to use whatever new words fit naturally into class discussions and activities.
6. Present good models of enunciation and pronunciation at all times.
7. Depend primarily on the imitation of right models in correcting and refining the speech habits of pupils.

A fourth prerequisite of reading readiness is a *relatively wide speaking vocabulary*. If a child knows the meaning of the words of a passage, the act of reading consists largely in associating known meanings with the printed symbols. If he does not know the meaning or pronunciation of one or more words of a passage, he encounters difficulty. If a large number of new words appears in a given lesson, there is

danger that reading will consist of little more than word calling. These facts make it clear that conscious effort should be made to increase the child's speaking vocabulary before reading is introduced. This is especially true if it is not broader than the vocabularies of the selections in beginning books in reading. The activities that have been discussed for enriching experience, for developing facility in the use of ideas, and for securing command of simple forms of expression are all valuable in enlarging the vocabularies of children. The error is often made of limiting the vocabulary used with young children to a very restricted field. The principle which should be followed, on the other hand, is to use in all classroom activities, and encourage children to use, any words which refer naturally to the activities in which they are engaged or to the things in which they are interested.

A fifth prerequisite to rapid progress, particularly in oral reading, is *good habits of enunciation and articulation*. If pupils speak indistinctly, mumble their words, or do not articulate well, much time is required during oral reading activities in order to correct errors and establish right habits. To the extent that such difficulties are eliminated before reading is begun, progress in establishing habits of good silent reading and of oral reading will be much more rapid. It follows that teachers should make careful studies of the errors of children and provide instruction based on their needs. The most valuable means of establishing right habits of enunciation and articulation is practice based on the imitation of good models. Every teacher should, therefore, guard her speech carefully and should present constantly good models for all of her

² Report of the National Committee on Reading, Twenty-fourth Yearbook of the National Society for the Study of Education, Part 1. Public School Publishing Company, Bloomington, Illinois, 1925.

pupils to imitate. In addition, it is frequently necessary to give special attention to the habits of individual children, calling attention to their errors and providing many opportunities for practice to establish right habits.

A sixth prerequisite to rapid progress in reading is *keen interest in learning to read*. Strong motives for reading insures good thinking and accurate interpretations. Furthermore, they stimulate the child to persist in overcoming many difficulties. Keen interest results from a series of activities in which children discover that reading will contribute to their pleasure and satisfaction. Some of the devices that have proved valuable follow: reading or telling interesting stories to children; attaching printed words to objects about the classroom; writing directions on the blackboard which children are to follow; writing stories and accounts on the blackboard as the children dictate them; placing mimeographed or hectographed copies of these stories in their hands; providing picture books on a little library table which may be used during free periods; giving children, who have learned to read a simple story or verse, opportunity to read it before their classmates. By placing the child in an atmosphere of pictures, books, and simple reading activities, he acquires a natural desire to learn to read long before it would develop otherwise. Too much attention cannot be given to the problem of developing wholesome motives for reading on the part of children who have attained a mental age of six years.

The discussion thus far has emphasized six prerequisites of reading, namely, wide experience relating to the things about which children will read, reason-

able facility in the use of ideas, a sufficient command of simple English sentences to enable pupils to speak with ease and freedom, a speaking vocabulary somewhat wider than that of beginning books in reading, accurate habits of enunciation and pronunciation, and a genuine desire to read. One additional fact should be kept clearly in mind. Studies of the progress of children in reading show clearly that those who are less than six years of age mentally do not make rapid progress in learning to read. We shall now direct attention to the second problem which was raised at the beginning of this discussion; namely, shall training and experience, which prepares for reading, be provided in the kindergarten or the first grade?

The facts which have been presented make it clear that both kindergarten and first grade teachers should share the responsibility. Since pupils entering the first grade, who are prepared for reading, make satisfactory progress in learning to read, kindergarten teachers should adopt as one of their aims the development of those attitudes and habits which make for reading readiness. They should take account frequently of the progress which their pupils have made along each of the six lines that have been discussed; should determine their specific accomplishments and needs; and should provide training and experience which will continue their development along essential lines. This recommendation is made with full recognition of the fact that the chief purpose of the kindergarten is to help the child adjust himself to the demands of school life. One of the very important adjustments which he should make is to become interested in reading and pre-

pared to make rapid progress in learning to read.

The first grade teacher is no less responsible. Many children enter the first grade who have had no kindergarten training and are not prepared for reading or who are mentally immature or not prepared for reading for other reasons. During the first week of school or whenever a child enters the first grade, his accomplishments and needs should be studied carefully. Those children who give evidence of adequate preparation should be put in sections where they can engage in simple reading activities. Those who are not ready for reading should be given training and experience similar to that outlined in earlier sections of this discussion.

Many school systems are providing

so-called "preliminary grade rooms" to which pupils who are not prepared for reading are assigned, and are giving advanced kindergarten training with special emphasis on the development of the habits and skills prerequisite for first grade work. In other school systems, first grade teachers organize at least one section of such pupils and provide the necessary preliminary training while the other section or sections go forward with reading and other first grade activities. From one to two months are usually required in order to prepare these pupils for reading. Not infrequently, as in the case of foreign born children and mentally immature children, from three to six months are required before they are ready for systematic training in learning to read.

CARPENTER MAN

Sing Ho! Sing Hey! for the
Carpenter Man
Built a new play house for
'Lizabeth Ann,
With two little porches and
tiny front door
Was ever a playhouse as
pretty before?

Sing Ho! Sing Hey! for the
way they all ran
Betty and Martha, and
'Lizabeth Ann
To gather the shavings, and then
those wee girls
Danced into the play house
with carpenter's curls.

—Dorothy Mason Pierce.

Investigation of Reading Readiness of First Grade Entrants

MARGARET C. HOLMES

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THE Reading Readiness Committee of the International Kindergarten Union, as a preliminary step in the investigation of pupils' readiness for reading instruction upon entrance to first grade, has attempted to obtain from representative teachers throughout the country their opinion of the readiness for reading instruction of the pupils in their first grade classes.

In cooperation with the Bureau of Education a questionnaire was sent to superintendents and supervisors throughout the country asking them to have the questionnaire answered by teachers of first grade classes in September, 1925.

This report is a tabulation of returns representing 560 teachers from many sections of the country teaching under varying conditions.

Localities represented

	<i>Number of teachers</i>
Arkansas.....	3
Arizona.....	5
Alabama.....	5
Connecticut.....	19
Colorado.....	13
California.....	31
Delaware.....	5
District of Columbia.....	3
Georgia.....	4
Indiana.....	27
Iowa.....	14
Illinois.....	21

Idaho.....	2
Kentucky.....	5
Kansas.....	11
Louisiana.....	5
Massachusetts.....	30
Michigan.....	39
Maine.....	14
Minnesota.....	15
Missouri.....	10
Mississippi.....	1
Maryland.....	5
New Jersey.....	43
New York.....	48
Nebraska.....	11
New Hampshire.....	9
Oklahoma.....	5
Ohio.....	35
Pennsylvania.....	32
Rhode Island.....	9
South Carolina.....	1
South Dakota.....	4
Tennessee.....	1
Texas.....	11
Utah.....	4
Virginia.....	6
Vermont.....	5
West Virginia.....	2
Wisconsin.....	24
Washington.....	8
Wyoming.....	8
Unknown.....	7

Total number..... 560

*Question 1. Do you feel that you are expected to teach some children to read before they are ready?*¹

Number of teachers responded: Yes, 506 or 90+ per cent; no, 54 or 9+ per cent.

¹ Questions in italics are those given in the questionnaire.

Note: The reply to this question would seem to indicate a vital need for investigation of the present method of attempting to give instruction in reading to all first grade pupils upon entrance to school. When such a large percentage of classroom teachers agree that they are asked to do what in their judgment is not best for all their pupils, an attempt should be made to solve their problem.

Question 2. Total number of pupils in your first grade class September, 1925. 21828.

Total number of beginners 19271.

Total number of repeaters 2557.

Note: Number of beginners and repeaters not obtained for pupils not ready to read therefore no comparison can be made between the two groups.

Question 3. Total number not ready to read September, 1925.

4425 or 20+ per cent.

Note: The fact that one-fifth of first grade pupils are not ready to read in the opinion of teachers presents a practical problem for study and solution.

a. Of these how many came from English speaking homes?

3261 or 73 per cent.

Note: These figures indicate the importance of a definite study of the needs of the child from the English speaking home as well as from the non-English speaking home. As these data were not obtained concerning pupils ready for reading instruction, no comparison can be made between the two groups.

b. How many of them had kindergarten training?

2328 or 52 per cent.

Note: We are again hampered in an intelligent analysis of the records by the fact that we did not obtain these data from the pupils who were ready for reading instruction. These figures however, seem to indicate that kindergarten training as such is not sufficient to prepare the child for reading instruction. This may be due to the fact that there is at present in the majority of school systems no intelligent method of promoting from kindergarten to first grade and to the fact that if the pupil was enrolled in a kindergarten for any period of time he was listed as having had kindergarten training.

c. How many were then in each of the following age groups?

CHRONOLOGICAL AGES, SEPTEMBER, 1925	NUMBER AT EACH AGE	PER CENT AT EACH AGE
<i>years</i>		
5 - 5½	362	8
5½ - 6	1,278	28
6 - 6½	1,872	42
6½ - 7	757	17
7 - 10	156	3

Note: As we did not secure the ages of all the first grade pupils these ages cannot be interpreted in comparison with the successful pupils. However we may safely say that chronological age is not the decisive factor in reading readiness. In actual practise we know that this is frequently the factor that determines the attempt to give the pupil reading instruction.

Question 4. By what evidence did these children show that they were not ready to be taught reading? (Summary of replies made by Louise M. Alder.)

	<i>Number times mentioned</i>
I. Lack of Mental Efficiency.....	690
as shown by:	
a. Lack of ability to comprehend	
English language.....	33
Reading vocabulary.....	10
Content of sentence, story, or picture.....	38
Simple directions.....	42
Meaning of symbols as expressing ideas.....	17
b. Short span of attention or con- centration on reading activi- ties.....	289
c. Inability to retain in memory and recall	
Story, rhyme, or sentence.....	5
Visual impressions of words and phrases.....	66
Letters.....	1
Phonic sounds.....	8
Unspecified.....	21
d. Poor judgment.....	2
e. Poor association of ideas.....	4
f. Inability to do clear, organized, related thinking.....	7
g. Lack of imagination.....	5

h. Tendency to dream.....	1	d. To reproduce or express ideas freely and clearly.....	38
i. Indifferent, listless, mind passive (Slow to grasp and to respond) ..	30	e. To use correct forms of English ..	5
j. Inability to note similarities and differences between words, phrases, and short sentences ..	82	f. To use sentence form.....	3
k. Inability to interpret meaning of groups of symbols (word calling).....	29	VI. Lack of Social-Moral Efficiency.....	69
II. Lack of Interest.....	354	a. Unsuccessful in making adjust- ments to school activities (poor school habits).....	8
a. In learning to read (no desire or feeling of need).....	131	b. Unsuccessful in making adjust- ments to new situations.....	3
b. In early reading stimuli (labels, signs, bulletin boards, captions for pictures, library table) ..	25	c. Unsuccessful in making adjust- ments to other children.....	18
c. In reading materials (books, stories, pictures, reading games, puzzles).....	65	d. Unsuccessful in making adjust- ments to the teacher (unwil- ling to cooperate).....	4
d. In the process of learning to read.....	21	e. Dependent upon others in the group (unable to work in- dependently).....	8
e. In language expression, oral or written.....	3	f. Lack of sense of responsibility...	9
f. In participating in activities of the reading period.....	42	g. Lack of self control.....	5
g. In school and in the activities thereof (other than reading)...	14	h. Lack of obedience.....	2
h. In all activities and progress of the group.....	5	i. Lack of initiative.....	11
i. Unspecified.....	48	j. Lack of effort.....	1
III. Lack of Maturity..	199	VII. Poor Emotion Reactions.....	66
a. Physical maturity.....	22	a. Emotional instability due to home conditions.....	1
b. Mental age and mental maturity (mental age under six).....	155	b. Shyness, selfconsciousness, unwill- ingness to talk.....	30
c. Mental deficiency (subnormal) ..	22	c. No joy or spontaneity in work..	13
IV. Lack of Wide Experience.....	137	d. Rebellious at the thought of reading.....	1
a. In home.....	50	e. Easily satisfied with poor work..	3
b. In kindergarten.....	7	f. Helpless, dependent, lacking in confidence and initiative.....	12
c. In listening to and reproducing stories and rhymes.....	31	g. Confused and bewildered.....	2
d. In handling books and pictures..	10	h. Unhappy, crying.....	2
e. In dramatization.....	3	i. Discouraged.....	2
f. With nature materials (animals, etc.).....	4	VIII. Physical Handicaps.....	63
g. In social contacts (play with other children).....	7	a. Poor health.....	12
h. In thoughtful observation of common things ..	8	b. Speech defects.....	16
i. Unspecified.....	17	c. Defective vision.....	2
V. Lack of Sufficient Command of English Language.....	131	d. Adenoids and deafness.....	2
a. To speak English.....	43	e. Undernourishment.....	5
b. To think in English ..	1	f. Poorly controlled nervous sys- tem.....	3
c. To use a relatively wide voca- bulary.....	41	g. Unspecified.....	23
		IX. Unsatisfactory Final Results.....	60
		a. Failure to learn the technic of reading (unspecified).....	31
		b. Failure to progress in reasonable time and without excessive drill.....	11
		c. Failure to initiate reading activities.....	5

d. Failure to form good reading habits	
1. To progress along the line. . .	4
2. To make use of phonics.	3
3. To follow the reading of others.	1
4. To see words in phrases or in sentences.	2
5. To look at reading as getting thought from specific symbols and not as guessing game.	3
X. Lack of Physical Efficiency.	58
a. Nervous.	8
b. Restless.	23
c. Easily fatigued.	5
d. Sluggish, idle.	7
e. Poor muscular and motor control (Shown in physical activity and manual expression).	10
f. Inability to handle book and turn pages.	3
g. Inability to coordinate eye and ear.	2
XI. Interest in Other Activities Rather Than in Reading.	54
a. In play, games, and physical activities.	27
b. In work with the hands.	14
c. In toys and objects which usually appeal to younger children.	6
d. In pictures, stories, dramatization, reading devices, (but not in reading proper).	7
XII. Lack of Accuracy in Habits of Expression.	19
a. Enunciation.	8
b. Pronunciation.	6
c. Interpreting meanings with the voice.	1
d. Unspecified.	4

Note: Lack of mental efficiency and lack of maturity might be classified together and are evidently considered the most important factor by the teacher. Lack of interest is the next strongest factor and as interest is closely allied to experiences it is interesting to note that lack of experience ranks next in order. Lack of English ranks about where one would expect it from the figures given above regarding the percentage of children not ready for reading who came from English speaking homes. Physical handicaps and physical efficiency might be

classified together and would then rank next as a determining factor.

Question 5. In your experience what have been some of the results of teaching reading to children who were not "ready"? (Summary of replies made by Emma J. Hollinshead.)

	<i>Number times mentioned</i>
I. Bad Habits.	387
a. Indifference, carelessness.	63
b. Word calling.	64
c. Inattention.	58
d. Lack of effort, shiftlessness, idleness.	35
e. Irregular attendance.	6
f. Halting, stammering responses.	17
g. Poor reading.	61
h. Satisfaction before attainment.	7
i. Guessing.	12
j. Memorization.	39
k. Bluffing.	5
l. Lip movements.	3
m. Poor eye movements.	14
n. Pointing.	3
II. Bad Emotional Reaction.	311
a. Become discouraged.	97
b. Develop general lack of interest.	60
c. Develop dislike for school.	54
d. Failure complex.	25
e. Lose self confidence.	22
f. Become unhappy.	19
g. Form dislike for books and stories.	12
h. Become confused.	11
i. Shyness increases.	7
j. Develop fear to respond.	2
k. Suppression of desire for more normal work.	2
III. Waste of Time.	265
a. Fail to make grade.	119
b. Make slow progress.	49
c. Waste time of child, class, teacher.	49
d. Require individual teaching.	17
e. Failures.	15
f. Fail to learn to read.	9
g. Slow in other grades.	7
IV. Wrong Attitudes.	216
a. Lose interest in reading.	107
b. No joy in reading.	34
c. Loss of spontaneous reaction.	18
d. Deprived of joy of learning to read because they wish to.	18

e. No initiative.....	10
f. Complexity of ideas.....	2
g. Wrong attitudes towards others.....	2
h. Curiosity and anticipation killed.....	1
i. Unspecified.....	24
V. Dislike for Reading.....	113
a. Due to repetition of grade.....	16
b. Due to lack of success.....	5
c. Unspecified.....	92
VI. Injurious Effects.....	61
a. Nervous strain on child and teacher.....	33
b. Mental fatigue.....	8
c. Ill health.....	6
d. Dulls the senses.....	4
e. Eye strain.....	3
f. Curbs growth.....	3
g. Interrupts child's natural development.....	3
h. Stuttering.....	1
VII. Lack of Comprehension.....	52
VIII. Problem of Discipline.....	34
a. Bad conduct.....	11
b. Disturb others.....	8
c. Become mischievous.....	3
d. Unspecified.....	12
IX. No Retention of What is Learned...	10
X. Mechanical Knowledge is Grasped Before Child Grasps Thought for Foundation.....	6
XI. Inability to Help Themselves With New Words.....	5

Note: Bad habits and bad emotional reactions are considered the dominant harmful results by this group of teachers. The next strongest point is waste of time. Does this not indicate that we are breaking two fundamental principles of modern educational theory, that education should definitely guide the child in the formation of right habits and right attitudes and that the method to be used should be chosen for its efficiency?

Question 6. Would you be in sympathy with a plan for the first few weeks in the first grade in which there was provision for definite ways and means of building interest in reading and preparatory pre-reading experiences instead of an immediate effort to teach reading?

Yes, 523 or 93+ per cent; no, 37 or 6+ per cent.

The following qualifying statements were made by 27 answering yes.

Plan formulated to weed out the unready.....	1
If I had immature class.....	3
Especially with foreigners.....	2
Time not long enough.....	1
Where there is no kindergarten.....	1
If I didn't take time from those who were "ready".....	1
Not for entire class.....	9
Yes, in September; no, in January.....	1
For slow pupils.....	3
If from poor home environment.....	1
If made to fit needs of group.....	1
Except for accelerated group.....	1
For those who need it.....	2
The following qualifying statements were made by 12 answering no.	
Prefer sub-primary.....	2
Unnecessary.....	2
Done in kindergarten.....	3
Story Hour Method provides for this... ..	1
All depends.....	1
If there is a kindergarten.....	1
Not for majority.....	1
Foreigners are ready.....	1
Note: Here again we have a decisive answer from the classroom teacher in regard to the need of a revision of teaching methods in first grade reading.	

Question 7. What in your opinion constitutes "Reading Readiness?" (Summary of replies made by Lotta Mosier.)

	Number times mentioned
I. Comprehension-Thinking-Judgment.....	517
a. To get thought.....	34
b. To reproduce.....	32
c. To memorize.....	14
d. To answer questions.....	10
e. To follow directions.....	29
f. To think clearly.....	16
g. To concentrate.....	114
h. To give attention.....	24
i. To associate meanings with symbols.....	102
j. To associate meanings with experiences.....	42
k. To grasp thought.....	16
l. To assimilate ideas.....	14
m. To recall.....	10
n. To visualize ideas.....	14
o. To associate similarities and differences.....	46

II. Sufficient Command of English and Good Speaking Vocabulary.....	330	b. Normal age.....	65
a. To speak with ease and freedom.....	104	c. Mentally alert.....	18
b. To express ideas.....	84	d. Mental imagery.....	8
c. To anticipate meaning.....	24	VII. Physical Efficiency.....	173
d. To understand English.....	30	a. Sound body.....	95
e. To recognize word groups.....	14	b. Correct living habits.....	17
f. To understand meaning.....	18	c. Control of body.....	20
g. Unspecified.....	56	d. Muscular coordination.....	14
III. Wide and Varied Experiences.....	329	e. Correct vision.....	19
a. In kindergarten training.....	42	f. Correct hearing.....	8
b. In knowing rhymes.....	13	VIII. Social Attitudes—Courtesy, Cooperation, Responsibility.....	96
c. In knowing stories.....	46	a. To listen when others talk.....	9
d. In handling books.....	12	b. To take turn in play.....	4
e. In children's games.....	6	c. To share with others.....	14
f. In children's activities.....	39	d. To work with group.....	44
g. In home training.....	28	e. To be willing to do as told.....	7
h. In knowing animals and pets.....	16	f. To observe rules of conduct.....	12
i. In knowing nature.....	14	g. To take care of books.....	4
j. In expressing ideas.....	9	h. To be prompt.....	2
k. In language training.....	6	IX. Enunciation and Pronunciation.....	46
l. Unspecified.....	98	X. Traits and Characteristics.....	28
IV. Desire.....	295	a. Self-reliance.....	2
a. To learn to read.....	136	b. Persistence.....	4
b. To explore reading activities.....	5	c. Receptive attitudes.....	3
c. To know the story.....	15	d. Ready response.....	6
d. To gain information.....	13	e. Considerate.....	2
e. To enjoy contents.....	26	f. Adaptability.....	4
f. To ask questions.....	18	g. Industrious.....	3
g. To have others read.....	18	h. Enthusiasm.....	2
h. To possess a book.....	7	i. Honest effort.....	2
i. To imitate.....	13	Note: The difficulty of classifying these replies is evident but mental traits are dominant and experiences, desires, and interest closely allied. Language is emphasized more and social traits stressed less than in the opinion based upon an actual class.	
j. To play school.....	4		
k. To find words.....	5		
l. To investigate.....	19		
m. To dramatize.....	16		
V. Interest.....	244		
a. In affairs of school.....	8		
b. In learning to read.....	86		
c. In contents of books.....	28		
d. In books in general.....	16		
e. In stories.....	13		
f. In seeing others read.....	8		
g. In hearing others read.....	9		
h. In listening to stories.....	19		
i. In printed words.....	17		
j. In pictures.....	14		
k. In bringing books to school.....	10		
l. In games.....	4		
m. In blackboard work.....	6		
n. In all reading activities.....	6		
VI. Mental Efficiency.....	240		
a. Mental age (6 years Standard Test).....	149		

SUMMARY

Considering the diversity of school systems from which these replies were returned and the number of teachers involved, may we not with fairness be justified in drawing the following conclusions:

1. There is a definite demand on the part of first grade teachers for a change in the course of study in relation to reading instruction for all first grade pupils unless a change is made in the requirements for admission to first grade.

2. One-fifth of the members of the first grade is a large enough number for special adjustment within the school organization if upon investigation the opinion of these teachers is found to be correct.

3. If the kindergarten is to be an integral part of the school system and is to prepare for first grade, promotion from kindergarten must be based upon the child's ability to successfully attack the work of the next succeeding grade. At present this is the method of promotion from all other grades in the school system but is not, in the majority of the school systems, the procedure used in promotion from kindergarten.

4. The strong emphasis placed on lack of mental efficiency as a cause for reading failure leads directly to the need of investigating the value of making mental age a requirement for permitting the child to attempt the present first grade course of study in so far as it relates to reading instruction.

5. The high rank of lack of interest and lack of experience given as evidence that the pupils were not ready to be taught reading should lead to a careful investigation of methods used to prepare pupils for reading instruction and of methods used in the early stages of reading instruction.

6. Real ability in reading is evaluated

in terms of habits, attitudes, and appreciations. Teachers who are placing emphasis on skill at the expense of these more vital factors in the child's life should and must change their teaching procedure.

7. Efficiency in instruction should lead to introducing the child to reading instruction when he is most fitted to benefit by it.

8. The large proportion of teachers desiring a change in the usual method of presenting reading instruction at the beginning of the first grade merits careful consideration on the part of those administrators responsible for methods used in their school systems.

It is the hope of the committee that the returns from this questionnaire will awaken an active interest in the subject and that continued investigation and experimentation will lead to changes in organization and in methods of teaching that will prove beneficial to the first grade pupil.

The committee desires to express its grateful appreciation to the Bureau of Education for its cooperation in sending out the questionnaire, to the superintendents, supervisors, and teachers who participated in replying to the questionnaire and to those who contributed to the report through statistical work.

Education does not mean teaching people what they do not know; it means teaching them to behave as they do not behave.—*John Ruskin.*

The Baltimore Reading Readiness Test

For Beginning Reading

FRANCES M. BERRY

Kindergarten Supervisor, Baltimore, Maryland

FOR several years tests have been used to measure achievement in reading, but there has been no means of determining a child's readiness to begin reading. Experienced teachers of the entering I-B children have found that the chronological or mental age of six does not determine this ability. It was to meet a felt need that The Baltimore Reading Readiness Test was devised.

DESCRIPTION

Two part test

1. The Word Discrimination Test consists of words that are alike, words that are different, and words that are similar but demand close discrimination in order to determine the one most difficult.

2. The Picture Vocabulary Test includes the nouns, adjectives, and verbs most recurrent in primers.

AIM

1. Through the Word Discrimination Test, to measure ability to find likeness and difference in printed words, thereby giving a reading maturity for beginning reading.

2. Through the Vocabulary Test, to determine to what extent the child has

the concepts suggested by frequently recurring words.

DEVELOPMENT

1. Word Discrimination

The Word Discrimination Test was started January, 1922, by a group of kindergarten and primary teachers led by Dr. A. L. Rogers, then of Goucher College. Two phases of word discrimination were developed that year dealing respectively with likenesses called Delta and differences called Eta. The words used were taken from ten of the most commonly used primers and checked by the first 500 words of the Thorndike Word Book. This was tried out with 200 kindergarten children. The large number of high and perfect scores indicated that it was necessary to increase the upper range of difficulty. Accordingly, the following fall, selections were made from the first 1000 Thorndike words, and later a third part called Gamma was added to the test. Material for the latter was chosen from lists of words contributed by primary teachers. Words most often confused by first grade children in their reading were used. After these were checked by the Thorndike Word List the test was adminis-

tered to another group of 200 kindergarten children. They were then scored and each word evaluated. It was found in the part consisting of couplets that the children showed such readiness in finding the "two words that are different" that recourse was made to the entire Thorndike Word List to increase the range of difficulty. The whole was then revised by ranking the words in terms of children's response. Where several words had the same frequency one was selected and incorporated in the whole in order of value. In its new form the test was printed in three parts of six pages each and administered in January, 1923, to a third group of 200 kindergarten children. This time each part was correlated with the Detroit First Grade Intelligence, the Pintner-Cunningham Primary Mental Test, and Haggerty Sigma 1, which was given in June after six months of reading.

The composite r was found to be 0.555, which was considered sufficiently satisfactory to make it worthwhile to continue.

Delta 1 and 2, Eta 1 and 2, and Gamma were again revised into one test of 16 pages and given January, 1925, to 1700 kindergarten children who were chronologically ready for the first grade, i.e., were 6 years old or over.

The scores obtained from this last experiment were, however, unsatisfactory and much of the difficulty was traced to the mechanical make-up of the couplets. This section, therefore, has been reprinted and in January, 1926, was tried out again, this time to be correlated with teacher ranking and an achievement test to be given in June. The correlation of the revised test with

the Detroit First Grade Intelligence Test was found to be r 0.796.

2. Vocabulary

In the fall of 1924 an effort was made to devise a means of measuring to what extent the kindergarten children of primary age comprehend the meaning of words appearing in the best modern primers, especially the content, descriptive, and action words.

In December, 1924, the preliminary picture tests consisting of 56 words found in the primers were evaluated by means of the Thorndike Word List, tried out with 200 unselected kindergarten children chronologically ready for promotion, i.e., at least 6 years of age. The scoring again showed so many high and perfect scores it was clear this test also was too easy. The part containing words of description was, therefore, worked over, made more difficult and in this revised form the whole was administered to forty of the two hundred children. Their scores were correlated with kindergarten teachers' ranking, Detroit First Grade Intelligence Test, Detroit Vocabulary, and Pressy Achievement, with the following results:

1. Baltimore Vocabulary with
Detroit Intelligence..... $r = 0.716$
2. Baltimore Vocabulary with
Detroit Vocabulary..... $r = 0.354$
3. Baltimore Vocabulary with
Pressy..... $r = 0.547$
4. Baltimore Vocabulary with
Teachers Ranking..... $r = 0.3$

Nothing has as yet been attempted toward determining whether or not the test does predict ability to take up first grade reading, and that is the plan of this year's work.

Music in the Kindergarten

SUSAN T. CANFIELD

Carnegie Institute of Technology

FOR some years, music in the kindergarten has become a "concern" to the kindergarten, to the special teacher, and to the music supervisor. All alike have felt the importance of music in the experience of the small child but have been forced to realize that the musical results of that type of music training followed by the kindergarten have not borne out their expectations. They have, therefore, been asking themselves three questions:

1. Are the aims suited to the kindergarten child?
2. Are the methods employed both educationally and musically strong?
3. Is the material used suited, first to the child and second to the accomplishment of the end in view?

There are a few fundamental principles upon which all music work for small children should be based, and it is my purpose to state them as concisely as suggestions toward their realization will permit.

At one extreme is the child of 4-6 with his fundamental needs, his basic characteristics, his natural instinctive behaviour, his interest in his environment, his interest in beauty whether of color, line, texture, or sound. At the other, for our present consideration, is music, through its expressive possibility, its technical make-up, appealing to all sides of life, sense, intellect, emotion.

Which of its phases belongs most potently to the small child? How strong shall the application be? Is it the mere mechanics of music, bare facts of notation, which will most contribute to his development? Is it other phases of technic, power to perform music? Is it the marvelous flowering of ideas evidenced in developed form, the use of motive? Is it the sense appeal, aural experience of its beauty?

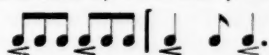
Let us consider for a time the goal toward which we are moving. In the large, we admit our goal is one of appreciation, that music is one of the most humanizing elements of life, is a need of all people, that through contact with it in the public school, interest is awakened, need satisfied, taste formed. Twelve years is given to the accomplishment of this program, ranging from the very beginnings of voice discovery, passing through the mazes of notation to the splendid high school courses in harmony and orchestra experience. Specifically, where do the kindergarten child and the program meet? What musical pursuit of his can answer his own immediate needs and still contribute to his musical growth?

What are his immediate needs? First, on the physical side. On the playground he jumps, hops, steps over cracks, walks boards, in fact the mere act of stepping is used in so many ways that play specialists talk at length of "Walking Plays." How can this interest con-

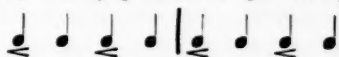
tribute to his musical growth? Obviously through rhythmic training. Many musical experiments are being made; chimes, bars of metal, glasses of water, the kinder orchestra. Perhaps the most noteworthy of these is that of Mrs. Satis Coleman of New York, in which the children make all the instruments used. Another possibility commends itself to me as a direct musical application of the walking plays of childhood.

Certain of the fundamentals of the system developed by Jaques-Dalcroze can be embodied in rhythm work for the kindergarten. As a system of musical education, being intrinsically a physical experience of note values, measures, motives and themes, it belongs to children of the play period.

As carefully as kindergarten rhythms have been planned, one serious drawback to the present scheme is overcome by Dalcroze work. The average school march is a fast 6/8 measure, as



and so forth, in which children learn to step upon accents. A Dalcroze child marches to even sounds, a step to a sound, usually persistent quarters ♩, as



He learns through preliminary tempo marching to listen to the piano, for if the sounds are Adagio, his steps are slow, while if they follow each other in rapid succession his step quickens accordingly. When he hears ♩ or ♩ he takes two or three steps as the sounds demand, even performing group accents, for he has learned to listen not only to fast or slow but loud or soft, and long or short sounds.

The Dalcroze specialist teaches other note values by Children's Plays, a correlation with the dramatic interest, thus doing away with the formality of adult work while using the correct note values always for accompaniment even to free dramatizations. Even the spontaneous rhythmic expression of children falls into a musical rhythm more or less regular which the teacher catches and uses at the piano. To interpret truly a work of art, it is not enough to express one's self, one must be sensitive also to thoughts of others, and it is here, in the sense period, the habit of sensitive hearing should be formed. The habit of listening to accents alone, unconscious of all sounds between accents is unmusical and therefore out of place.

There are, of course, many more meeting points between the kindergarten and Jaques-Dalcroze, the development of coordination and nuance, etc., in the plastic field, but this is not the place for a full exposition. If, however, the note value, measure, and phrase, as well as nuance, are treated, not as an element of a larger work, but as a unit of sound and feeling possible for a child's performance, he soon adds performance to performance, as a motive grows from the grouping of single sounds and he hears more and more, for sounds are taking shape, losing the vagueness which impresses the untrained ear. Making the acquaintance of note values through physical performance at that age of which motor play and sensitivity are fundamental characteristics is quite in keeping with the needs of the period.

In undertaking a new type of rhythmic activity, one must first determine whether it is sincerely what it appears to be; whether it does or does not de-

velop sensitive hearing, and increase powers of coordination; whether its rhythmic sweep will impel the child not musically established into a musical experience.

Again, when left alone with a piano, his impulse is to pound it. Does he physically enjoy the act of pounding? Does he like the sounds he makes, or is he curious as to the workings of the piano? Perhaps all three interests are involved. Certain we are, that when helped to find upon the keyboard some tone he hears or his voice can produce, pounding ceases, experimentation, coordinating activity with the sense of hearing, begins, the first stage of the musical journey is passed and it is then our concern to nurture this awakened interest by use of hearing plays of a general character. These, in the early stages, may well be correlated with the vocal plays by reproducing tones, calls, phrases, or small songs. At the school of Childhood (Pittsburgh), after finding on the piano the cuckoo and whip-poor-will calls, ding dong, whistles and hummed tones, the group began to experiment on "Bossy Cow" from Eleanor Smith's "Songs of a Little Child's Day." The kindergartner was puzzled to find that the most musical child in the group played most haltingly. We soon discovered, however, that while the others played in the key of C, Billy played it as he heard it, in its own key of F, involving the use of B flat. By this experience, not only Billy, but the whole group were introduced to the key idea.

Care should be taken that finger coordinations be not involved, that such plays be limited to large general movements. In other words, these plays should add to experience and interest

but have little to do with technic. An occasional child craves more advanced plays, such as themes of compositions, which can be given without changing the simple plays suited to the average child.

What are the vocal plays to which I refer? Devices to assist in voice discovery. The physical equipment for singing is perfected at the age of three for the average child. Why then, the so-called monotone? Not lack of machinery, not lack of ear, but invariably lack of stimulus leading to discovery of the singing voice. The child, coming from the unmusical home, or on the other hand, occasionally from the musical home, in which parents have neither childhood's capacities nor limitations well in mind, is branded as unmusical or a monotone when his only need is patient stimulation leading to experimentation on his own part. Normally the experimentation stage coincides with the maturing of the larynx but often passes without results because of the above given reasons. We have taken this situation very calmly until the last few years while some of our activities have increased the difficulty. Many, not all, of the circle activities result in two serious faults. These songs, being too difficult for children's participation, children form the habit of letting sounds go by unnoticed, or the equally bad one of grumbling along off pitch, altogether unconscious of the fact.

Do not misunderstand me. There is every reason for hearing music beyond their capacity for performance if at the same time there is much music which they can do. It is with this last mentioned I am most concerned.

What does it involve? Obviously the

use of music which will contribute to vocal discovery and development of vocal power.

We have long felt that many songs for the child of this age are far too long. We have used street cries and short phrases, fearful that the result was technical rather than musical. The experience of beauty is the fundamental value of an art. As fundamental as that sense experience is, its value is greatly enhanced by participation in the production of the artistic result. There must be, then, songs of beauty in which the child can take at least some part; of such formation that, while a figure may be reproduced, this may be done without destroying the atmosphere of the beautiful song. I do not discount street cries and the whole list of possible nature imitations. These may be mere technical drill or they may be so handled as to be a musical experience. The artistic teacher plays "follow my leader," uses cuckoo calls, whistles, bees, fiddles, names, and what not without once descending to the commonplace, increasing always, musical feeling and understanding as well as proficiency of performance. There is a type of song admirably suited to this end. For want of a better name we may call it a cooperative song. It is a song first of all of lovely quality, including in its make-up, a tone, interval, call or phrase which is characteristic enough to stand as a unit in the child's mind and is yet simple enough for his performance. The musically developed child experiments in tone but it is important that the tone should have a content which is real to the child who is tonally slow. He can often be the wind when tone alone fails in imaginative appeal. By this means the voices that cannot sing "Who has

Seen the Wind," soon learn to sing the "OO" (be the wind) while the teacher fills in the less singable part of the song.

A word of caution here about singing with classes. Even in the kindergarten this is a destructive habit. It results often from the use of too difficult material for the small child, and the attempt to cover the child's lack by the adult voice. In doing so the teacher fails to realize how small a part of the class is really participating. By the use of the cooperative song the group performs its own bit, being swept into it only by the teacher's approach to it. This cooperation soon passes from teacher and class to those who sing and the so-called monotone group. Children who can carry the tune, sing the more difficult parts, while the undiscovered voices fast finding themselves, sing the characteristic bit. Such procedure has the added advantage of increasing the independence of both groups.

SUMMARY

The phase of music which belongs most potently to the small child is neither its mechanics nor its technic, but rather, those departments which by utilization of his natural attempts toward motor control appeal to his aural sense, and make for an experience of its beauty. Music is a one sense subject, its appeal is primarily to the ear; notation is merely an avenue of approach to the ear. Joy in music comes through aural impressions, the fullness of joy from the correlations which the mind and spirit make between impression and expression. All music education, to be of value to a personality, must of necessity increase the power to hear and organize sounds. The chief aids to this end are found in the basic intervals and

needs of each period. This particular period being one of play and sense susceptibility, I have suggested three possible ways of correlating the sense involved with those period interests which are most contributory to musical development.

The two songs on page 229 are from the illustrative list of cooperative songs and sources which follows. The list makes no attempt to be complete but includes a few of the songs which have proved especially useful in kindergartens and play rooms of varied types.

- Echo Play. Songs of a Little Child's Day.
Milton Bradley Company, Springfield, Mass.
- Who Has Seen the Wind? Alys Bently Primer.
Laidlaw Brothers, New York City.

- Echo Boy. Lyric Primer. Scott Foresman Company, Chicago, Ill.
- The Fiddle. Alys Bently Primer. Laidlaw Brothers, New York City.
- Bells are Chiming. Eleanor Smith Music Course. Book I. American Book Company, New York City.
- Echoes. Hollis Dann Second Year Music. American Book Company, New York City.
- Cradle Song. Alys Bently Primer. Laidlaw Brothers, New York City.
- Polite. Songs of a Little Child's Day. Milton Bradley Company, Springfield, Mass.
- Prompt. Songs of a Little Child's Day. Milton Bradley Company, Springfield, Mass.
- Seed Lullaby. Hollis Dann First Year Music. American Book Company, New York City.
- The Rose is Red. Song Devices and Jingles. Lothrop, Lee and Shepard Company, Boston, Mass.

I sing the praise of the unknown teacher. Great generals win campaigns, but it is the unknown soldier who wins the war.

Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward.

Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher. No one is more worthy to be enrolled in a democratic aristocracy, "king of himself and servant of mankind."

HENRY VAN DYKE

WHO HAS SEEN THE WIND?

CHRISTINA ROSSETTI

ALYS E. BENTLEY

pp

Who has seen the wind? - oo, Nei - ther you nor I - oo.

pp

Detailed description: This block contains the first system of the musical score. It features a vocal line on a treble clef staff and a piano accompaniment on grand staves. The key signature is one sharp (F#) and the time signature is 4/4. The vocal line begins with a piano (*pp*) dynamic and includes a slur over the first two measures. The piano accompaniment also starts with a piano (*pp*) dynamic. The lyrics are written below the vocal staff.

rit.

But when the trees bow down their heads, The wind is pass-ing by - oo.

rit.

Detailed description: This block contains the second system of the musical score. It continues the vocal and piano parts. The vocal line has a *rit.* (ritardando) marking above the final measure. The piano accompaniment also features a *rit.* marking. The lyrics are written below the vocal staff.

"From Alys Bentley Primer, Courtesy Laidlaw Brothers."

THE ECHO BOY

Moderato f *p* *mf*

Hel - lo! . . Hel - lo! . . Say, who are you?
Hel - lo! . . Hel - lo! . . Tell me your name;

f *p* *mf*

A Boy? . A Boy, . I'm a boy too.
Je - rome? . Je - rome, . Mine's just the same.

Detailed description: This block contains the musical score for 'The Echo Boy'. It features a vocal line on a treble clef staff. The key signature is two flats (Bb, Eb) and the time signature is 4/4. The tempo is marked 'Moderato'. The score includes three systems of music. The first system has dynamics *f*, *p*, and *mf*. The second system has dynamics *f*, *p*, and *mf*. The lyrics are written below the vocal staff.

"From the Lyric Primer, Courtesy Scott, Foresman Company."

*Is the Kindergarten Child's Vocabulary Larger in Directed or Undirected Lessons?*¹

MADELINE DARROUGH HORN

Chairman Child Study Committee, International Kindergarten Union

THE kindergarten lessons which give the 7097 individual words that children use in kindergarten, the Child Study Committee divided into two types which they tabulated separately. These two types were:

1. Directed lessons: Those which the teacher consciously planned and taught. For instance; a lesson, preliminary to planting radish seeds whose purpose was to give essential facts before the planting, would be a directed lesson.
2. Undirected lessons: Those in which the teacher did not attempt to teach consciously, as free play periods with blocks or materials, or the play time before school.

The object of the committee's separating these types of lessons for tabulation was to ascertain whether or not our kindergarten children are acquiring a larger vocabulary through the kindergarten's conscious teaching than they are through their undirected activities.

How important this problem of vocabulary increase is will depend upon the underlying purpose each kindergarten holds for her children. If this be her purpose—mainly to keep the

children busy and happy—she will probably not be greatly concerned with this problem. Or, if this be her purpose—to direct the child's initiatives—she probably will not be greatly concerned.

However, if she belongs to the group believing that, although there may be times when her aim is to keep her children busy and happy, or times when she directs the initiatives of the children, her main purpose is to plan intelligently those experiences that will interpret the child's needs in and out of school, this problem will concern her greatly.

These data especially concern the kindergartners holding this last purpose because they seem to point to the fact that the consciously planned and executed lessons of children in kindergarten are not doing a great deal more for vocabulary increase than the undirected lessons.

Three thousand words is a very good vocabulary for the average kindergarten child. For this reason, the writer attempted to find what overlap there was in the first 3000 directed and the first 3000 undirected words. Tables 1 and 2 attempt to show this overlap.

Table 1 would read: The first 1000 of directed words distribute themselves into the undirected words in this manner:

¹The fourth of a series of articles by the author.

840 of the first 1000 are in common with the undirected list, 126 of the first 1000 lie in the second 1000, 20 of the first 1000 directed lie in the third 1000, 7 words of the first 1000 directed are in

selves into the directed list in this way: 840 are in the first 1000 of directed words, 187 are in the second 1000, 9 are in the third 1000, 5 extend beyond the 3000 mark, and 9 are not in the directed list.

TABLE 1

	FIRST THOUSAND	SECOND THOUSAND	THIRD THOUSAND	DIRECTED WORDS BEYOND THIRD 1000 UNDIRECTED	DIRECTED WORDS NOT IN UNDIRECTED
Distribution of first 1000 of directed words in undirected.	840	126	20	7	7
Distribution of second 1000 of directed words in undirected.	165	427	181	60	167
Distribution of third 1000 of directed words in undirected.	37	41	323	117	482

TABLE 2

	FIRST THOUSAND	SECOND THOUSAND	THIRD THOUSAND	UNDIRECTED BEYOND THE THIRD 1000 DIRECTED	UNDIRECTED NOT IN DIRECTED
Distribution of first 1000 of undirected words in directed.	840	137	9	5	9
Distribution of second 1000 of undirected words in directed.	147	427	206	90	130
Distribution of third 1000 of undirected words in directed.	27	194	323	141	315

the undirected list but lie beyond the third 1000, 7 words of the first 1000 directed are not in the undirected list.

Table 2 would read: The first 1000 of undirected words distribute them-

These tables show that the distribution of words from each type of lesson is very similar. The 482 words in the third 1000 of directed words would seem a fair increase in vocabulary. But, the third 1000 undirected words also have 315 words not in the directed list. It would seem that the forces that are building up vocabulary in the undirected lessons are not far behind those building up vocabulary in the directed lessons.

Again, like all doers of research, this committee would like more data. They would like complete records of the vocabulary of children in several kindergartens where the teacher consciously does all she can to enrich the curriculum. They would like extensive data from several kindergartens where the chief aim is to care for the children's initiatives with the teacher as guide when needed. These two types probably represent two extremes that never happen. However, it would be interesting, if, for the sake of the results, several kindergartners would attempt following one or the other underlying principle and be willing to have the vocabulary data from such a procedure given over to research to ascertain what happens.

There are a few alternatives in the light of these data. A kindergartner may bring very many and very rich experiences to her children but do too much of the talking. Or, she may bring rich experiences to her children but not use methods of teaching which favor increase in vocabulary.

Department of Nursery Education

Preschool Psychological Laboratories at the University of Iowa

BIRD T. BALDWIN, *Director, Iowa City, Iowa*

THIS year marks the fifth anniversary of the Preschool Psychological Laboratories at the University of Iowa.

These laboratories, under the supervision of the Director and Dr. Lorle I. Stecher, were the first laboratories of this type established in a university in the United States. Many of the existing preschools are merely nurseries where the children may be safely kept. But the Iowa Preschool Laboratories, in addition to furnishing ideal conditions for the development of their children, give advanced research workers an opportunity to study directly the development of normal and superior children through systematic observation and experimentation.

PERSONNEL

The members of the staff of the laboratories are all specially trained workers. Their preparation includes special study and graduate work in kindergarten work in kindergarten and nursery school methods, psychological testing, physical measurements, speech, nutrition, child behavior, and other phases of child life. Experimental work is carried on by the regular research staff of the Iowa Child Research Station and by a limited number of advanced graduate students under supervision. At present there are twenty-five advanced

students registered for research in child development at the Station in addition to those registered for graduate lecture and seminar courses. Of this number, four have their Ph.D. degrees, seven their master's degrees, and fourteen their bachelor's degrees from fourteen colleges and universities in this country and abroad.

GENERAL SUPERVISION OF CHILDREN

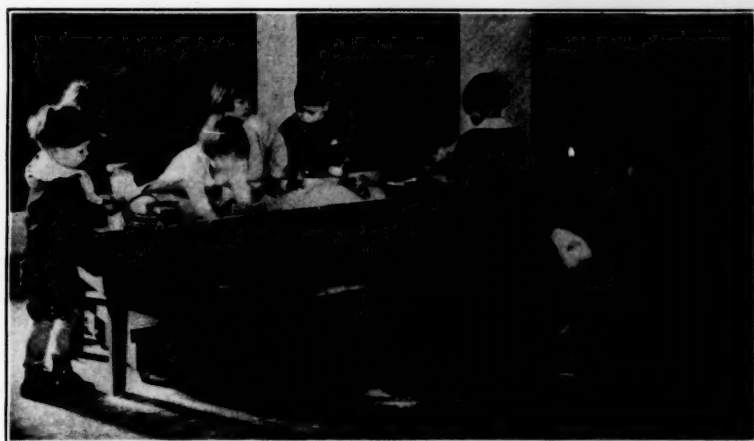
The health and general welfare of the children are carefully watched in the laboratories. Each child is given a physical examination at least once a year and is weighed and measured each month on the date of his birth so that his growth may be followed. Periodic mental examinations are given. Reports are made to the parents at regular intervals and consultation with them invited. The children in all the groups are examined daily by a trained nurse, and if a child is found to have the slightest trace of infection or illness he is returned to his home with a report to his parents. As a result, contagious diseases do not spread among the children.

DIVISIONS I AND II

At present ninety-four children are enrolled in the laboratories. Divisions I and II are made up of children two to four years of age. The hours of

attendance are from nine to twelve o'clock daily except Saturday and Sunday. A special feature of the Pre-

veloping interests and accomplishments of the children. When the children come at nine they remove their wraps,



WHEN SAND IS SPILLED, PLAY MUST BE INTERRUPTED WHILE FLOOR IS SWEEP



THE CHILDREN WASH AND WIPE THE GLASSES IN WHICH THEY SERVE ORANGE JUICE

school Laboratory building is the heating system devised especially for young children; in addition to the usual radiators, set out of reach, steam pipes are under the floor so that the children can safely play there in coldest weather.

The program is adapted to the de-

hang them up neatly in place, and join the group. There is play on the slide, at the sand table, or with the blocks, story telling, music, singing or skipping games, clay modeling, and coloring or drawing pictures, depending upon the children's ages and inclinations. The

members of the second, more mature, group learn to carry out activities of their own planning, in which the teacher

changes in the shy, self conscious, or only, child who for the first time perhaps is associated with a number of children of his stage of development and interests.



PHYSICAL MEASUREMENTS AT REGULAR INTERVALS
TELL HOW CHILDREN GROW

acts only as a counsellor. There may be an excursion to the University museum, planting of flowers in the yard, or a walk in which birds and trees and flowers are observed and commented on. Orange juice is served by the children at ten o'clock. Toys and picture books are put away and the room is put in order before the rest period and going home at noon.

During the morning the children are observed by research workers for social attitudes and spontaneous conduct and some are called each morning from the group into an examining room to be measured or to "play a game," as an experiment is sometimes designated. The experiments usually fascinate the children and furnish the staff with data on childhood, such as vocabulary, play, the process of learning, motor control, and special abilities. The advantages to the child of the associations in the Laboratory can be realized best by observation of the

JUNIOR PRIMARY

Five-year-old children attend the Junior Primary Division which is housed in the University Elementary School building. In the Junior Primary, moveable desks, a little shop with equipment for handwork, such as weaving and simple carpentry, and charts and printed materials mark the advance from the play equipment that predominates in the preschools.

The Junior Primary group is in attendance from nine o'clock until noon. The program for these children is built upon the theories in kindergarten work here and abroad, experimental educational activities, and modified school instruction; its purpose is to train the

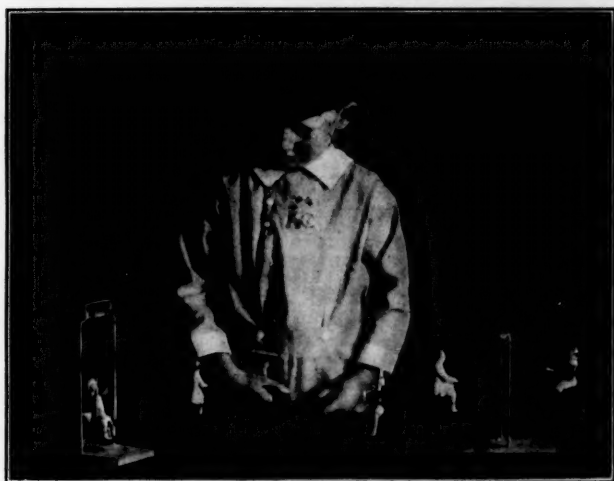


REPLACING THE BLOCKS IN THE BOX IS INTERESTING FOR THE CHILD AND REVEALS HIS INTELLIGENCE TO THE EXAMINER

child to be a useful, happy citizen of firm character and high social ideals. The daily work is planned to stimulate

the interests of the children in their associates, play and work, and knowledge within their comprehension of the fundamental processes in nature,

watching them in the spring and taking apart a deserted nest in the fall. They visit the river banks frequently during the year and watch and discuss the



TOYS ARE THE MATERIAL FOR SOME OF THE TESTS THAT HAVE BEEN DEvised IN THE STUDY OF THE PERSONALITIES OF CHILDREN



THE FIRST RIDE ON HOBBY HORSES THEY HAD HELPED TO MAKE IN THE WORKSHOP

science, industry, and art. Subjects are studied from life rather than from books. For example, the children learn how the birds build their nests from

changes with the seasons. They learn of public utilities and how things are made by visiting civic and commercial establishments. They learn to make

many things, cement bird baths, scrap-books, paste, Christmas cards, and gifts. Music and elementary number work are part of the daily program, and toward the end of the year reading and composition are introduced. The children who pass through the Junior Primary room into the first grade do so without experiencing the difficulties of the definite break between home and school life, and most often with the pleasure and satisfaction that come from being helped to find the answers to their many questions of "how" and "why" in their broadening world.

PRESCHOOL HOME LABORATORY

The Preschool Home Laboratory has been remodeled from one of Iowa City's old well-built houses; the rooms are large and light, with furnishings and equipment designed for the child. The preparation and serving of food are under the direction of a specialist in home management and the Division of Nutrition of the Station and the Department of Home Economics of the University, the weighing and measuring, under the Division of Anthropometry of the Station, and psychological and educational activities under the Division of Child Psychology of the Station. The play room, dining room, sleeping porch, and the inclosed yard, with its garden plots, play equipment, and cages for pets, are features that make possible natural home life under surveillance and give opportunity for continuous observation.

In this latest addition to the Station, the Home Laboratory, all phases of childhood are studied and regulated, with the emphasis on the study of the relation of the child to the home environment. The children in attendance here may be from sixteen months to four years

and attend from nine o'clock in the morning until four in the afternoon. The days are spent as they would be in the home best planned for the needs of the child, with scientific methods of feeding, regular schedules for sleep and play, and the same type of training that is given in the Preschool Psychological Laboratories. Daily reports of the menus, food eaten, amount of sleep, and other activities and habits are furnished the parents. This home environment under scientific management offers a new field of investigation of the needs and best methods of training in infancy and childhood.

BABY EXAMINING LABORATORY

The Baby Examining Laboratory of the Preschool Home Laboratory has been in operation since the opening of the Station. Here babies from three weeks to three years are given physical measurements and mental examinations. Successive records are, of course, of greater value than single records to the parents and to the Station, because they are the best means of arriving at the rate of physical and mental development. Parents are therefore urged to bring their children at regular intervals. The parents are given reports of each child's growth and accomplishment.

PARENT GROUPS

The research workers and teachers in the laboratories conduct during the year regular group meetings for the parents of the children enrolled in the laboratories. General problems in child training and child behavior are discussed and, when occasions arise, specific problems of the children are considered. The hour and day of meeting are arranged to suit the majority of the parents who wish to attend.

National Council of Primary Education

FRANCES JENKINS, EDITOR

Editor's Notes

The careful building of scientific methods of procedure is the present day contribution to the school of the future. But the record of childhood impressions still has a message, especially when these interpret American home life of the highest type. In *My New York* by Mabel Osgood Wright one finds excellent descriptions of a young child's impressions of street and social life. The account of learning to read makes that a simple process. There is abundant provision of the best books, while lurid literature furnished by the cook makes a strong appeal. Miss Wright's skilful portrayal makes one experience with the child the thrill of receiving *Alice in Wonderland* brought home in father's pocket—a gift from the publisher, and the joy of staying awake till eleven at night while a sympathetic older sister reads the whole of it aloud.

The program of the National Council of Primary Education of the National Education Association is well under way. The National Council of Primary Education will hold two joint sessions with the National Council

of Kindergarten Supervisors and Training Teachers, the general subject of which will be *Character Education*.

At the first meeting on Tuesday morning, March first, Alice Temple, chairman of the National Council of Kindergarten Supervisors and Training Teachers will preside. The principle speakers will be Charles H. Judd, University of Chicago, and Florence Bamberger, Johns Hopkins University.

On Wednesday afternoon, March second, Lucy Gage, president of the National Council of Primary Education will preside. The specific topic for discussion will be the *Effects of Informal Teaching upon the Emotional Life of the Child*. The speakers will be Flora J. Cooke, Chicago, Illinois; Hughes Mearns, New York City; Bird Baldwin, University of Iowa, and Lucy Sprague Mitchell, New York City.

The National Council will meet alone for luncheon on Thursday, March third. The chairman of the arrangement committee asks that you secure your luncheon tickets early.

Early Elementary Education in Dallas

DODIE HOOE, Kindergarten Supervisor, Primary Department, Dallas, Texas

ALL Texas and especially Dallas is looking forward to the meeting of the National Education Association in February. As this is the first gathering of the National Primary Council in the South, it may be of interest to note a few of the outstanding features of early elementary education in the city to be visited.

Imbued with the same high ideals and aspirations in the training of her children, Texas does not differ from other sections of the country in general educational aspects. There are, however, certain laws and regulations, both state and local, which influence and control the plan of organization in each community. Our state selects and supplies all textbooks. State law fixes the school

entrance age at seven. Kindergartens are encouraged but receive no state funds.

Dallas has fifty-two schools; thirty-seven elementary and five high schools for white children, and ten schools exclusively for negroes. Twenty-eight of the white elementary schools have kindergartens. The small percentage of foreign children, mostly Mexican, is practically confined to two schools. Variations in the curriculum are made to meet the needs of these children of little or no ability in the use of the English language. The large Mexican population in the southwestern part of the state makes this much more of a school problem there than it is in Dallas.

UNIFIED KINDERGARTEN-PRIMARY

Every effort is made to bridge the gap between the kindergarten and first grade. By State law no child is permitted to enter first grade until he is seven, while our kindergarten entrance age is six. The unified course of activities begins with the kindergarten as the first year of the child's school life. There is no marked difference between the activities of the kindergarten and the first grade except that formal instruction in reading and writing begins in the first grade. In kindergarten, emphasis is placed upon providing opportunities that will enrich the child's experiences and build up a readiness for instruction in reading. Naturally the curriculum is planned so as to provide situations and to suggest activities that will meet the needs and interests of children of greater maturity than those in the beginning years of many of the schools throughout the north and east. Our pupils complete the elementary grades in seven years so that the high school entrance age is prac-

tically the same as it is in other states. The course of study represents the united efforts of the department. It is so planned that the objectives, activities, and attainments of each grade are easily known and appreciated by all the teachers of the department. The same supervisor directs the work of the kindergarten and the first, second, and third grades.

PLATOON SCHOOLS

The first four grades only are platooned in Dallas. This organization makes it possible for each of these grades to have thirty minutes daily in the school gymnasium. Where the gymnasium schedule is crowded, the first grades have their games in the kindergarten room. The kindergarten children spend this period either on the playground or in the first grade room.

An out-of-door play period is provided for each grade. The kindergarten children are under the supervision of the kindergarten teacher, but the other classes are supervised by a trained playground director. Our large attractive playgrounds and the many sunny days we are so fortunate in having make the "play" period one of the most desirable in the child's school day. Here some of life's most valuable lessons are learned. The playground activities include both organized games and free play on the standard playground equipment provided. Many of the schools take great pride in their grassy lawns and flower beds which our spacious school grounds make possible without infringing on the large playgrounds.

Another interesting feature of the platoon school is the auditorium period. While the kindergarten children do not have an assigned period in the

auditorium, they frequently share the auditorium activities of the first grade, sometimes as audience and now and then as contributors. This period provides the opportunity for a close correlation of the various activities of the school. First and second grades share their classroom projects, and second and third grades are mutually benefited by participating in each others problems and experiences. Both school and out-of-school experiences have a place in the auditorium activities.

Instruction in music, drawing, and physical education is given by specialists in these lines. The children have thirty minutes daily in each of the special rooms. By close interrelation of interests, these special rooms provide fields rich in opportunities for the application of knowledge and experience gained in the other classrooms. The physical education teacher includes health instruction in her program of activities. Beginning with the simple health rhymes and jingles in the first grades to the lessons in hygiene in the upper elementary grades, many valuable lessons are learned and desirable health habits acquired. Most of the buildings have clinics equipped for weighing and measuring the children. Last year every primary child was given a physical examination by the doctors of the health department. The careful follow-up work brought many encouraging returns, especially in cases of defective hearing and vision.

The daily program in the home room is divided into four periods of forty-five minutes each. Two of these periods come in the morning and two in the afternoon. Not all first grades are in the platoon organization. Where they are not, an adaptation of the schedule

below is usually followed, though the individual teacher is encouraged to organize her work to meet the needs of her own particular groups.

8:30-9:15. A period for reading: Small groups according to the advancement of the pupils; children not reading engaged in other activities, not necessarily reading.

9:15-10:00. A period for drill: Writing; phonics (according to need); group work for mastering special difficulties in reading.

12:00-12:45. A period for reading: The appreciation side of reading emphasized; reading for pleasure.

12:45-1:30. Arithmetic games; literature.

The second grade program is similar. Usually the first and last periods are devoted to reading; the second to arithmetic and writing; the third period to spelling, language, and literature. The third grade schedule is not different except that more time is given to the appreciation side of reading. With the addition of a textbook in geography this year, there is an increased interest in reading for information.

Every room has its own library or reading table of story and picture books from which a child may select material when his group has a period for free choice of occupation. The mothers' clubs have been very generous in helping us supply the reading tables with the right kind of books for children.

CLASSIFICATION

While classification within the city as a whole is not based on the results of mental testing, teachers are encouraged to modify their programs of instruction so as to provide for the various groups according to their powers of accomplishment. In several buildings the principal has become interested in a

testing program within the school and on the basis of his studies a regrouping of pupils has been made. The freedom of method allowed the teacher has resulted in a number of interesting experiments in scientific measurement and classification of pupils within her grade. This is especially true of the platoon schools where each teacher has two groups of children in the same grade. She is responsible for the reading, language, spelling, arithmetic, and writing, and, within these groups, may organize her classes on the basis of needs in subjects mentioned. The grouping is always flexible and changes are made whenever the best interests of the child demand them.

TEACHER TRAINING

The Southern Methodist University and the Board of Education are co-operating in the teacher training work. Advanced students of the University may enrol for special training for teaching in the city schools. An instructor employed jointly by the Board of Education and the University directs the training of these students. The practice teaching is done in the regular grades of the city schools under the supervision of critic teachers. After a year of student teaching, those who show

special aptitude are elected to positions in the city schools. Extension classes for teachers in service are offered after school and on Saturday. No teacher is elected to a position in our schools who has not had normal school training or its equivalent. The many state teachers colleges make this training accessible to all.

THE PRESCHOOL MOVEMENT

Thus far we have spoken only of early education as a part of the school organization, but, with preschool circles in every district, the parents are co-operating in their efforts to start the child right. Last spring during the Parents' Institute, more than one thousand children of preschool age were tested mentally and physically by specialists. Lectures on the early care and training of the young child were attended by mothers and fathers from every section of the city. One of the most encouraging outcomes of the movement has been the forming of preschool circles in districts where kindergartens have not been established.

Beginning in the home, and continuing in the kindergarten, and throughout the elementary grades, there is evidence of a profound and growing interest in the childhood of our state.

100% Branches

Branches of the International Kindergarten Union are making the effort to secure their own branch members as members of the I. K. U. The following branches have reached the 100 percent goal:

NEW BEDFORD KINDERGARTEN CLUB, *New Bedford, Massachusetts.*

NEW HAVEN KINDERGARTEN ASSOCIATION, *New Haven, Connecticut.*

The New Haven Kindergarten Association have made their dues \$2.00 so as to include dues for the I. K. U. The International Kindergarten Union, therefore, can always depend on having one 100 percent branch.

International Kindergarten Union

Headquarters

1201 Sixteenth Street, Washington, D. C.

Officers

President, ALICE TEMPLE, Chicago, Ill.

First Vice-President, GRACE L. BROWN, Cleveland, Ohio.

Second Vice-President, MARION B. BARBOUR, Chico, Cal.

Recording Secretary, MARGARET C. HOLMES, Brooklyn, N. Y.

Cor. Secretary and Treasurer, BERTHA M. BARWIS, Trenton, N. J.

Announcement Dallas Convention

Educators in the Kindergarten and primary fields are looking forward to the Dallas convention of the National Education Association. The National Committee of Kindergarten Supervisors and Training Teachers will hold two joint meetings with the National Council of Primary Education,

the general subject of which will be *Character Education*. See page 237 for announcement of joint meetings.

The National Council of Kindergarten Supervisors and Training Teachers will meet alone for breakfast on Wednesday, March second at eight o'clock.

Two Training Schools Absorbed by Universities

Dr. L. A. Pechstein, Dean of the College of Education, University of Cincinnati, announces that a fundamental reorganization is being made by the College of Education in the training work for teachers of small children. This reorganization has been made timely by the fact that an affiliated institution, the Cincinnati Kindergarten Training School has, after a half century of training work in the kindergarten field, withdrawn from this field, leaving to the College of Education the entire training of kindergartners in the city.

The College has decided upon the following type of permanent organization: kindergarten as a training field will be kept distinct, and not merged with primary, the thought being that with the development of nursery schools the kindergarten occupies so strategic a place between the early school and the primary that its identity should not be lost. The College is, therefore, working

this year to determine four interlocked five year undergraduate programs (preschool kindergarten, reorganized primary, and intermediate), all eventuating into the fifth year of cooperative student teaching, which is the unique feature of the College of Education. Students will come through the fifth year programs competent for teaching in two chosen fields.

The Cleveland Kindergarten Primary Training School has been taken over by Western Reserve University, President Robert E. Vinson announces. The school has been conducted for several years by the Day Nursery and the Kindergarten Association. Negotiations, looking toward affiliation with Reserve, have been in progress for some time and approval of the trustees of both institutions was made public. The kindergarten training school will fit into the teachers college which Dr. Vinson is developing.

Who's Who in Childhood Education

Frances Jenkins is Assistant Professor at the University of Cincinnati. She received her professional training at the Oswego Normal School, Oswego, New York, and Teachers College, Columbia University. Baltimore remembers her as instructor of method teaching and supervisor of practice at the Baltimore Teacher Training School; Washington, D. C., as a member of the faculty of Howard University; and Decatur, Illinois, as supervisor of elementary grades. Her published writings give her recognition that is country wide: Assistant editor, *Riverside Readers* and author of accompanying Manual. Author of *Reading in Primary*



FRANCES JENKINS

Grades. Joint author of *Applied Arithmetics* and of *Psychology of the Kindergarten-Primary Child*, about to be published by Houghton Mifflin. Miss Jenkins is a member of the National Committee on Reading whose authoritative report appeared in the *Twenty-Fourth Yearbook of the National Society for the Study of Education*.

Frances M. Berry does constructive work for the International Kindergarten Union as chairman of the Committee on Equipment and Supplies, and leads in activities of the Kindergarten-Primary Department of the National Education Association as treasurer of that organization. Her training in kindergarten-primary work was

received at the Cleveland Kindergarten Training School, Detroit State Normal, the University of Chicago, and Teachers College, Columbia University. She was kindergarten-primary supervisor of Richmond, Indiana before her present supervisory connection with the kindergarten and primary grades of Baltimore. She has taught at the University of Chicago and Johns Hopkins University.

Susan T. Canfield is assistant professor of public school music, College of Fine Arts, Carnegie Institute of Technology, Pittsburgh. She is a graduate of the University of Pittsburgh and Tomlins National Institute; studied piano with Harrison Wild, Chicago, and eurythmics with Emil Jaques-Dalcroze, Hellerau bei Dresden. Most of her teaching service has been given to the schools of Pittsburgh, as supervisor of music, Pittsburgh playground association; instructor and assistant professor of music, University of Pittsburgh; and since 1921 as assistant professor, Carnegie Institute of Technology.

The educational life of **Bird Thomas Baldwin** is well spiced if variety is the criterion. His training background includes Swarthmore, the University of Pennsylvania, Harvard, and Leipzig. His teaching contribution has been given through the following institutions: Harvard, West Chester (Pennsylvania) State Normal School, Swarthmore, University of Chicago, University of Texas, University of Tennessee, and Johns Hopkins University. The University of Iowa seems to exercise peculiar magnetism since it has kept Dr. Baldwin as director of the Child Welfare Research Station since 1917. During the war he served as chief psychologist and director rehabilitation of disabled soldiers, Walter Reed General Hospital, Washington, D. C. He is chairman of the Child Development Committee for the National Research Council. His list of published writings is long and includes numerous bulletins and articles in educational journals. *The Psychology of the Preschool Child*, of which he is joint author, is of particular interest to readers of CHILDHOOD EDUCATION.

From the Foreign Field

Convention of the Kindergarten Union of Japan

KATHARINE DRAKE, *Azabu, Tokyo, Japan*

The Kindergarten Union of Japan met in its twentieth annual convention in Karuizawa, July twenty-ninth and thirtieth. Miss Upton of Omiya, presided. The topic chosen for special consideration at the sessions this year was the physical well-being of the little child. In an illustrated lecture on Thursday evening, Mrs. Olds of Okayama showed in an interesting way the work that is being carried on in the kindergartens of the Union in the developing of health habits. There were pictures of tooth-brush drill, physical examinations by doctors, out-door play and physical exercises, milk periods, etc., showing that some really constructive work is being done. Dr. Mabel Eliot of St. Luke's Hospital, Tokyo, in a short address made some especially good suggestions which no doubt will be acted upon during the coming year by the members present. Her experiment in the effort

to raise the standard of health of the children in certain districts by the use of school clinics and visiting nurses was most illuminating.

A social gathering in the form of an auction sale of articles contributed by the shopkeepers and friends brought the members together in the afternoon. The proceeds were toward the fund being raised to provide a permanent kindergarten for the Karuizawa village children.

Upon request from America it was decided that the Union would gladly assist in the endowment fund for the Kindergarten Unit in France and a committee was appointed to arrange the details of the contribution.

Miss A. L. Howe who has been the leading spirit in our Union since its beginning is president and Miss I. Reiser, recording secretary.

Industrialists in war time opened their pockets and now when approached for contributions for the upkeep of schools close their fists up tightly. The Civil War was fought to see whether the words "all men" in the Declaration of Independence embraced the Negro. For fifty years afterward there was warfare to see if "all men" included women, too. Now we are fighting to determine whether the American boy and girl are among "all men" who should enjoy those inalienable rights in the minds of the framers of the Declaration. The loyal American is the man who is loyal to that great human forest of boys and girls, who will play his part in giving them a fair chance.

FRANCIS G. BLAIR, *President National Education Association.*

*Health in the Kindergartens of Japan*HELEN J. DISBROW, *St. Agnes School, Kyoto, Japan*

This year Japan is having a health drive in all her kindergartens. Every week is

health week for little Japanese children. They are not only learning to wash their own hands and faces and brush their teeth, but they are learning to enjoy it.

At mothers' meetings the subject of proper foods is discussed. Mothers are shown what constitutes a well balanced lunch for their children. Rice is the main part of every Japanese meal, but it is not a healthy diet and the people are being educated to vary it, using more milk and eggs. The average Japanese child eats at all times and has too many sweets and soft foods. Consequently many of our children have poor teeth. Talks on this subject have been given and it is with great joy that one sees quite often a baby chewing on a hard cracker instead of a soft sweetened bean cake.

Lessons in health by means of posters have a popular appeal. There are posters of such desirable aids to health as sleeping with open windows, taking exercises, and keeping clean.

There is great opportunity and need for the kindergartner in the field of health education in Japan. Her efforts with children and adults in the development of health habits are building a stronger and healthier nation.



HEALTH HABITS PROVE SO POPULAR THERE IS EVEN A WAITING LINE

The disease attacking adults today is not so much hardening of the arteries as hardening of the sympathies. What kind of patterns are being set before this much maligned, because much misguided, younger generation?

Who edit, publish, and distribute to sex magazines, produce and exhibit and largely maintain the destructive variety of motion pictures, run the roadhouses, shatter the eighteenth amendment and the traffic laws, and then decry the lawlessness of the youth of today? The adult.

—MRS. A. H. REEVE,
*President, National Congress of
Parents and Teachers.*

The Reading Table

Reading Materials and Reading Aids for First Grade¹

This list is suggestive of the various types of available first grade materials. Books listed under one type are not exclusively devoted to that particular function. The classification used emphasizes the many sided interests and uses of first grade reading and the necessity for wise choice in selecting first grade reading supplies in order that the teacher may have suitable material for varied reading experiences.

STORY READERS

- Primer, Bobbs Merrill. Bobbs Merrill Publishing Company, Indianapolis, Ind.
Child Library Reader, Elson-Runkel. Scott Foresman and Company, Chicago, Ill.
Happy Children Readers, Pennell-Cusack. Ginn and Company, Boston, Mass.
The Story Reader, Book I, S. C. Bryant. Houghton, Mifflin Company, Boston, Mass.
Gordon and His Friends, S. C. Bryant. Houghton, Mifflin Company, Boston, Mass.
Child's Own Way Series, Marjorie Hardy. Wheeler Publishing Company, Chicago, Ill.
Every Day Classics, Baker and Thorndike. Macmillan Company, New York City.
The F. U. N. Book, LaRue. Macmillan Company, New York City.
Story Steps, Progressive Road to Reading. Silver Burdett and Company, New York City.
Easy Steps in Reading, Coe-Specht. American Book Company, New York City.

- Winston Companion Reader, Firman-Maltby. J. C. Winston Company, Philadelphia, Pa.
Pathway to Reading, Coleman-Uhl-Hosic. Silver Burdett and Company, New York City.
Little Black Sambo, Helen Bannerman. F. A. Stokes Company, New York City.
The Tale of Peter Rabbit, Beatrix Potter. F. Warne Publishing Company, New York City.
The A. B. C. Book, C. B. Falls. Doubleday, Page Company, Garden City, N. Y.
A Child's Day, Walter De LaMare. Henry Holt Company, New York City.
A Child's Garden of Verses, R. L. Stevenson. Charles Scribners Sons, New York City.
Mother Goose. (Any illustrated edition.)

FACTUAL READERS

- Field Martin Primer. Ginn and Company, Boston, Mass.
Our Play House, Bobbs. Rand McNally, Chicago, Ill.
Work-a-Day-Doings on the Farm, Serl and Evans. Rand McNally, Chicago, Ill.
Bobby and Betty with the Workers, Dopp. Rand McNally, Chicago, Ill.
Modern School Readers, Thompson and Wilson. Harr Wagner Publishing Company, San Francisco, Cal.
The Story of Milk, Zirbes and Wesley. Keystone View Company, Meadville Pa.

SILENT READERS AND STUDY READERS

- Learn to Study Readers, Book I, Horn and Shields. Ginn and Company, Boston, Mass.

¹ Prepared by Reading Readiness Committee, International Kindergarten Union.

Lippincotts, Silent Reading for Beginners.
J. B. Lippincott Company, Philadelphia, Pa.

Buswell-Wheeler, The Silent Reading Hour.
Wheeler Publishing Company, Chicago, Ill.

The Boys and Girls Readers, Bolinius
Primer and First Grade. Houghton,
Mifflin Company, Boston, Mass.

Reading Literature, Free and Treadwell.
Row, Peterson and Company, Chicago, Ill.

Merton, Study Period Projects. Laidlaw
Brothers Publishing Company, New
York City.

Smith-Curtis, Picture Story Reading Les-
sons. World Book Company, Yonkers,
New York.

Youngquist and Washburne, Child's Own
Book. Rand McNally Company,
Chicago, Ill.

Mother Goose Puzzles. Noble and Noble
Publishing Company, New York
City.

TEST AND PRACTICE MATERIALS

Gray Oral Reading Check Test Set I. Pub-
lic School Publishing Company, Bloom-
ington, Ill.

Detroit Group Test in Word Recognition.
World Book Company, Yonkers, New
York.

Haggerty Reading Examination, Sigma I.
World Book Company, Yonkers, New
York.

Thought Test Readers, First Grade. Uni-
versity Publishing Company, Lincoln,
Neb.

Watkins Silent Reading Tests for Begin-
ners. J. B. Lippincott Company,
Philadelphia, Pa.

Buswell Practice Exercises in Careful Silent
Reading. Wheeler Publishing Com-
pany, Chicago, Ill.

RECENT BOOKS FOR TEACHERS

The Primary School, Annie Moore. Hough-
ton, Mifflin Company, Boston, Mass.

Unification of the Kindergarten and First
Grade, Parker-Temple. Ginn and
Company, Boston, Mass.

How to Teach Reading, Pennell and Cusack.
Houghton, Mifflin Company, Boston,
Mass.

Reading Objectives, Anderson and David-
son. Laurel Book Company, Chicago,
Ill.

Teaching Children to Read, Klapper (1926
edition). D. Appleton and Company,
New York City.

One Hundred Ways of Teaching Silent
Reading, Smith. World Book Com-
pany, Yonkers, New York.

Reading in the Primary Grades, Jenkins.
Houghton, Mifflin Company, Boston,
Mass.

How to Teach Silent Reading to Beginners,
Watkins. J. P. Lippincott and Com-
pany, Philadelphia, Pa.

First Grade Manual for "Child's Own Way
Series," Hardy. Wheeler Publishing
Company, Chicago, Ill.

Fundamental Reading Habits: A Study of
Their Development, Buswell: Mono-
graph No. 21. University of Chicago
Press, Chicago, Ill.

The Applied Psychology of Reading, Brooks.
Appleton, New York City.

24th Yearbook, National Society for the
Study of Education, Part I. Public
School Publishing Company, Bloom-
ington, Ill.

Practice Exercises and Checks on Silent
Reading in the Primary Grades, Zirbes.
Teachers College Bureau of Publica-
tions, Columbia University, New York
City.

EDUCATIONAL JOURNALS

Childhood Education. Official Journal of
the I. K. U. The Williams & Wilkins
Company, Baltimore, Md.

Among the Magazines

A recent movie asks, *Are Parents People?* Current magazines seem to be answering this question very decidedly in the affirmative and to believe, as well, that they are people deeply interested in their job of being parents.

The November SURVEY GRAPHIC has an article by Miriam Van Waters on *Parents in a Changing World*.

This is her very modern yet sound statement of the family: "The truth is that the family is an ever present reality in the midst of changing concepts. We do not realize its vitality and we have never achieved a definition of its essential contribution. In modern times we have seen it shorn of ancient duties and privileges, yet it survives. Children are born in hospitals. Infant feeding is an esoteric business that few homes can encompass without outside, technical assistance. Children's sicknesses are far better cared for by experts. Nursery schools understand much more about habit and character training than average parents do. Education has been taken over by specialists. Adventure comes from summer camps. Books, pictures, story-telling, and handicrafts come from the library and the museum. The home is no longer equipped to give vocational training or to provide work for the children. Home lacks adequate space to furnish recreation. Religion is taught by the church. Parental authority

is supplemented by the school and the court. Yet the family is none the worse. The family is the great school of personality."

In its second number, that of November, CHILDREN, The Magazine for Parents, justifies itself by the help it offers them. It has a number of very useful articles, but our interest will perhaps be greatest in

New Ideas on Discipline Supplant Old Methods of Punishment by William H. Kilpatrick. He states the fundamental laws of all education, and applies them to discipline, giving three rules. "1. Our children must practice a habit in order to build it. 2. The threat of punishment by preventing practice may at times keep a child from forming a good habit. 3. There are some habits which we can not make our

children practice, and consequently punishment at the best will not effect some of the things we want done." Furthermore there is more than mere practice needed in the establishment of a habit. Repetition is necessary and there must be satisfaction in the doing. "Success and satisfaction build up. Failure and annoyance tear down. The stronger the satisfaction or the keener the regret, the quicker the learning."

The same magazine has a quotation from SOCIAL SERVICE headed *Savages Didn't Spank*. It says in part, "It is only in civilized groups that the punishing-custom has spread to children. In primitive groups

SURVEY GRAPHIC

Parents in a Changing World

The family is an ever present reality in the midst of changing concepts.

Miriam Van Waters.

CHILDREN

New Ideas on Discipline Supplant Old Methods of Punishment

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William H. Kilpatrick.

PROGRESSIVE EDUCATION

How Children Educate Their Parents

An interest in life is . . . the most potentially educative force in human growth.

Dorothy Canfield Fisher.

children are trained by means of myths and folk tales containing the moral and social code of the tribe. Should disobedience occur, it is stopped by gentle ridicule, and sometimes by fasting and other religious ceremonies."

PROGRESSIVE EDUCATION devotes its October-November-December number to *The Progressive Parent*. Throughout, this number of PROGRESSIVE EDUCATION is of great value to parents who are seeking to inform themselves about their opportunities and obligations. It will also be found very useful by any one who wishes to conduct study classes, mothers' meetings, or club programs dealing with children, their characteristics and their needs.

It is not surprising to find that the first article is by Dorothy Canfield Fisher as her writings so consistently show her as intelligently sympathetic with children. Even her title, *How Children Educate Their Parents*, is stimulating by what it suggests. She says in conclusion, "But for the majority of the race, there exists in parents' hearts . . . the liveliest full-blooded, lasting interest in how to do the best things for children. Now an interest in life is admittedly the most priceless and irreplaceable blessing, far tougher and more lasting a possession than fortune or renown, more even than sacred health. It is also by common acclaim the most potentially educative force in human growth. What can parents ever do for children which outweighs this?"

In *Salvaging the Family* by Edward W. Yeomans, is this clear statement of the modern school. "And so a good school, a really important school, is not 'preparatory' for an upper school or for a college, or for society, just as it is. It is something in and of itself. . . . Children will largely train themselves for the things that are needful. That is a very strong instinct. All the school has to do is to provide the materials, a sympathetic cooperation and an exhibition of standards of excellence. After a while special interests begin to emerge in the individual, and these interests are given

the right of way if they are constructive. Interests intelligently treated, develop into skills, and skills are the greatest of all safeguards against evil when they are properly related to life, past, present, and future."

Jean Lee Hunt writes on *Shall We Demand Efficiency in Play?* Seeking to define what play really is, she describes her neighbor's baby in his pen, doing his daily dozen, in these words: "Just now he lies there on his back kicking vigorously. . . . Obviously the youngster is amusing himself. Just as obviously he is doing something more. For however random or accidental it may be in its inception, such play as this has an importance easy to understand. . . . It is an index of present maturity and vigor. . . . It is a promise of future skills. . . . Whence comes the drive of its activity? Is it entirely a matter of muscle hunger and of surplus energy? Is it perhaps a matter of exploratory and experimental interest as well? So far as this valiant kicking may lead to better understanding of 'the me' and the things apart from 'me' it must be conceded to include the beginnings of intellectual experience." To one whose educational infancy was fed by Froebel, this has a familiar ring and one beholds "play with the limbs" basking in the light of modern educational sunshine. In her conclusion we find anew the best of all good reasons for kindergarten experience for all children. "Companionship of one's peers we must believe is an essential, second to none, in the provisions to be made."

In the article, *Changing Ideals of Parenthood*, Ethel S. Dummer gives us this quotation from Kahlil Gibran in his *Prophet*, which might well be adopted as the motto of those who deal with children in the school as well as in the home.

"Your children are not your children,
They are the sons and daughters of
Life's longing for itself.

They come through you but not from you
And though they are with you they belong
not to you.

You may give them your love but not
your thoughts,
You may house their bodies but not their
souls,
For their souls dwell in the house of to-
morrow, which you can not visit,
not even in your dreams.

You may strive to be like them, but seek
not to make them like you.
For life goes not backward nor tarries
with yesterday."

—ELLA RUTH BOYCE.

Nina C. Vandewalker

The following letter speaks the appreciation of the kindergartners of Wisconsin for the work of Nina C. Vandewalker. Miss Vandewalker has retired from active service and is spending the winter in Lubbock, Texas; but her interest in kindergarten education and especially in the welfare and progress of the kindergarten in Wisconsin, where she has served so long, will always be active.

My dear Miss Vandewalker:

In recognition of your service to this state, I, as Secretary of the Wisconsin State Kindergarten Association, have the honor and pleasure of informing you of the action of the Executive Board at a recent meeting, in conferring upon you an honorary membership in the Wisconsin State Kindergarten Association, beginning March 1, 1926. We feel that you, more than any other one person, have made possible our slogan, "A Kindergarten for Every Child in the State of Wisconsin."

We, the many kindergartners in Wisconsin who have been students of yours, can never express in words our full appreciation of what you have meant to us as teacher and friend. 'Tis only as we "carry on" the kindergarten work in a manner worthy of the foundation which you have so ably helped to make that we can show our gratitude.

As kindergarten teachers and members of the Kindergarten Association in the state of Wisconsin, we recognize the work which you have done, through speeches and writings, in aiding so greatly the legalizing of kindergartens and the passage of the Mandatory-on-Petition Law. The recent report to the Parent Teachers Association of the distribution of the kindergartens in our state is very impressive when we realize that they are so very generally incorporated in the school systems of small towns and villages, an unusual record compared with Illinois for instance, where kindergartens are established only in the largest cities. To read the report thoughtfully is to read between the lines and see the vigorous leadership of one who has believed so firmly in kindergarten education.

We have been very proud of your work in the International Kindergarten Union;—as a member of the Committee of Nineteen (representative of the leading kindergarten educators in the country), as a member of the Bureau of Education Committee, and other committees, and as its president in the year 1921. We know that you have contributed to its influence in all the fields of child education and psychology. We were proud when you were called by the National Commissioner of Education to represent our kindergarten cause at a conference composed of the leading educators of the United States to discuss the educational policy of this country. We have been proud to have you as Kindergarten Specialist in the Bureau of Education and know that the five years have been of great value to kindergarten education throughout the country. You know, better than we, how much work it has meant, but we recognize the importance of the bulletins sent out, the statistical work accomplished and the curriculum studies which have been made. We cannot appreciate too fully that the wider extension of the present Bureau activities would not have been possible without that earlier, firm, solid foundation work.

Last, but not least, to us as members of the Wisconsin State Kindergarten Association has been your generous and gratuitous work for our cause as State Chairman of the Extension Committee. This work has been done under difficult circumstances but with unfailing efficiency, and we have had the benefit of your expert training. Truly, we thank you.

Sincerely,

FLORENCE FOXWELL OTTEN, *Secretary,*
Wisconsin State Kindergarten Association.

Eliza A. Blaker

In the death of Eliza A. Blaker the International Kindergarten Union lost an able and active worker and Indianapolis a citizen and educator of the first rank. Dr. Blaker was widely known and as widely loved and respected for her long career of usefulness.

Friends did not wait till her death to award recognition of her service. In 1889 the Eliza A. Blaker Club was formed. This Indianapolis association has for many years been a branch of the International Kindergarten Union. Some months ago The Indianapolis News invited its readers to select the ten living women they thought were the greatest in Indiana. Dr. Blaker was chosen as one of the ten. She was mentioned on practically all the lists submitted. In these, many tributes were paid to the work she had been carrying on so long and so unselfishly. The occasion seemed to be seized upon by her admirers as an opportunity to say deserving things that had been in their hearts as a result of contact with her work.

Dr. Blaker came to Indianapolis 1882, before the free kindergarten idea had taken root. She was identified with this work almost from its inception. As it proved its worth there was a demand for better trained teachers and Mrs. Blaker established the Teachers College. Recently an affiliation between the Teachers College and Butler University was effected with the understanding that the founder's name would be perpetuated in the college. But it was not the Teachers College alone that made Mrs. Blaker outstanding in Indianapolis. Largely through her inflexible determination kindergarten service has been extended to the people throughout the city. Thousands of families of all races and conditions have profited by this instruction. These schools brought Mrs. Blaker into personal contact with innumerable persons who sought her counsel and were influenced by her. Testimony of their gratitude was evidenced by throngs of young and old who paid tribute to her at the college building, where her body lay in state.

A woman of great nobility of character and mastering personality has passed; but her influence lives on in the lives of her kindergarten children, their parents and their teachers whom she has trained, and her contemporary educators throughout the United States.

*Another year slips to the void,
And still with omen bright
Above the sleeping doubting world
The day-star is alight,—
The waking signal flashed of old
In the blue Syrian night.*

—BLISS CARMAN

Vol. II

Part II

Continuity in History
Mobile Culture

Some Applications of the
Formation

The Issue of the

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